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ABSTRACT

A 10-day curriculum is presented for upper elementary grades to explore who is in power on the local, state, and federal levels; and to investigate why so few Asian Americans are in power; and to confront personal prejudices and break stereotypes about Asian Americans. The 10 days are devoted to the following: (1) distinguishing between prejudice and dislike, (2) stereotyping, (3) how stereotyping affects people, (4) prejudice as distinguished from oppression, (5) dispelling myths about Asian Americans, (6) characteristics of the U.S. power group, (7) current Asian American issues, (8) panel discussion of barriers Asian Americans have faced, (9) choosing an issue to change, and (10) continuing the discussion of social change through an action plan. An appendix contains role plays and worksheets, as well as summaries of the contributions of some famous Asian Americans. (Contains 28 references and an annotated bibliography of 46 sources.) (SLD)

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Breaking Barriers: An Asian-American Curriculum Unit

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March 1994

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ED 029 838

Asian-American Unit

Upper Elementary

Note to reader:

It would be helpful to build a base of knowledge by exploring Asian history, culture and immigration. By building a base of knowledge the students will have a greater understanding of the Asian culture and be able to compare the American immigration experience as a whole.

Rationale of the unit:

Our community has seen an increase in the Asian-American population because of immigration. This has intensified hostility towards the Asian population. We need to get to the core of this hostility by dealing with the personal prejudices and stereotypes that people hold and by learning why Asian-Americans are not in power positions in our community.

Goals for the unit:

1. explore who is in power on the local, state and federal level and why so few Asian-Americans are not in power.
2. confront personal prejudices and break stereotypes.

DAY ONE

DISLIKE VS. PREJUDICE

Objective: The Student will distinguish between prejudice against a group and dislike of an individual.

Materials: Role plays (See appendix)

Lesson:

1. Discuss terms dislike and prejudice. (Prejudice = a pre-judgment about someone or a group that is made without all the facts.)

2. Break up the class into 4 groups. Groups 1 and 3 will perform the first role play and groups 2 and 4 the second.

3. Act out first role play.

4. Discuss what happened in the play. Have the children decide what was wrong with the situation. What attitudes were wrong? How should the situation have looked?

5. Rewrite role play with the correct attitudes and situations. Redo role play.

6. Repeat steps 2-5 with 2nd role play.

7. Bring groups together and discuss how each group felt as oppressor and oppressed.

Resources:

Adapted from The Anti-Defamation League of B'inai Brith. A World of Difference Curriculum Guide. Minneapolis, MN.

DAY TWO

STEREOTYPING

Objective: The student will recognize Asian-American stereotypes and will explain why they are wrong.

Materials: World map and media worksheet (See Appendix)

Lesson:

1. Have students define stereotyping. (A group of characteristics which people believe are true for all persons of a group.) How is stereotyping like prejudice.

2. Using the world map, students will locate Asia. Talk about the different countries that make up Asia. (Previous background knowledge about this would be helpful)

3. Make a connection with each students family history with immigration.

4. What are some stereotypes of Asian-Americans. Discuss with students what are some stereotypes of Asian-Americans. List these on the board. It is important to dispel these myths immediately so that the students don't hold onto them through out the unit. Have students and teachers explain why these are incorrect, using facts to dispel the stereotype.
   For example:
   Stereotype: All Asian Americans excel in Math and Science.
   Fact:
   -Connie Chung is a good communicator and a TV. personality.
   -Jose Aruego is a famous artist and lawyer.
   -Michael Chang is a tennis pro.
   -Myung-Whun Chung is a famous conductor.
   -Dustin Nguyen is an actor on 21 Jumpstreet.
   -June Kuramoto is a famous musician.
   -Wendy Lee Gramm is a Chairperson of the Commodity Futures Trading Commission
   -Patsy Takemoto Mink was the first American women and first Asian American women elected to Congress

* We will dispel the stereotypes for them on this day but go into greater detail on day five. For more myths and facts, refer to day five.

4. Handout and explain the Media worksheet to be used on day six (see appendix).

RESOURCES:

Morey, Janet; Dunn, Wendy. Famous Asian Americans. New York: Cobblehill Books, 1992.

DAY THREE

CONTINUATION OF STEREOTYPING

Objective: The students will list reasons we label groups.
The students will discuss how stereotyping affects people.

Materials: Filmstrip "Mislabeling People," from Chinese Americans: Realities and Myths

Lesson:

1. Review definition of stereotyping and Asian American stereotypes.

2. Preview the filmstrip by discussing these questions that are dealt with in the filmstrip.
   a. How do we learn stereotypes?
   b. Why do people make stereotypes?
   c. Are you aware when people are trying to label you?

3. Show filmstrip. (Note to the teacher: The filmstrip is old and occasionally uses stereotypical dress and terminology.)

4. The following questions are from the end of the filmstrip. Discuss in large group after.

   a. What are some reasons for putting labels on a specific race or group of people? Is it necessarily wrong to generalize about people?

   b. In what ways have Chinese Americans been hurt by stereotypes?

   c. Are you able to pick out stereotypes in the media and textbooks?

   d. Have you experienced labeling because of your race, background, or sex? What did you do about ?

Resources:

Adapted from Asian-American Curriculum Guide. St. Paul Public Schools, MN June 1979.

"Mislabeling People," from Chinese Americans: Realities and Myths. The Association of Chinese Teachers, San Francisco, 1978.

DAY FOUR

Prejudice vs. Oppression

Objective: The student will explain the difference between prejudice and oppression.
The student will know who is in power.

Materials: Power worksheet (See Appendix)
Almanacs

Lesson:

1. Discuss previous day's lesson. Ask "What is Prejudice". Define on board.

2. Introduce oppression. Define as: A group in power keeps away resources (things needed to live) from another group based on that groups cultural characteristics.

3. Discuss the difference between prejudice and oppression. (oppression is when a person acts on his/her prejudices and stereotypes. Prejudice is an attitude or belief that a person holds but does not act upon.)

4. Break into groups. Hand out worksheet "People in Power". Work in groups, using Almanacs for rest of class period.

RESOURCES:

Andrzejewski, Julie, ed. Human Relations : The Study of Oppression and Human Rights. Massachusetts: Ginn Press, 1992.

DAY FIVE
LECTURE DAY
DISPELLING MYTHS

Objective: The student will dispel Asian-American myths using facts learned in class.

Materials: Population Chart

Lesson:

1. In a lecture present the following myths and facts that dispel the myths.

A. MYTH: Asian-Americans excel in academics.
FACT: -Asian-Americans are 5 times as likely to be doctors and engineers but they are also 4 times as likely to work in food services or textiles. (Lea p. 251)
-6% of Asian-Americans do not complete elementary school. (Lea p. 251)
-Many colleges rig admissions standards so it is harder or impossible for Asian Americans to get in. This hurts many Asian Americans who can not afford education and could use financial aid monies.(Lea p.251)

B. MYTH: All Asian-Americans are well off.
FACT: -Refugee Asian-Americans (Cambodians, Vietnamese, Laotian, Koreans, Indo-Chinese etc.) now outnumber established Chinese and Japanese. (Lea p. 252)
-The Chinese and Japanese earn an average of $26,000 a year. A Laotian family will earn a median of $5,000 a year. This holds true for the majority of the other refugee families. Therefore, the majority of Asians-Americans are refugees and most make less than Chinese and Japanese but the Chinese/Japanese figures push the average up. (Lea p. 252-3)
-Many low income Asian-Americans are paid under the table which means they are paid in cash and the income is not reported to the IRS. This makes the average income appear higher than it is.

C. MYTH: All Asian-Americans wear black pants, white shirts, and funny hats.(coolie hats), the typical Korean dress women wore, (Kimonos, ex. M.A.S.H.).

FACT: -These kinds of dress are used in special ceremonies (ex. Chinese New Year or Japanese tea ceremony). They are also the historical dress worn in the late 18th and early 19th century. Explain to the students that there are special clothes that we use to celebrate important occasions. (For example a wedding, baptism, Bar Mitzvah, etc.) TV. shows like "Little House on the Prairie are good examples of period costumes. This clothing was worn by our European ancestors long ago but we don't see anyone wearing it today. Tell students that many American shows are seen around the world (Beverely Hills 90210, Dallas, Little House on the Prairie). What picture of the United States do these people have? What do Asian-Americans wear today? (ex. T-shirts, jeans, tennis shoes).

D. MYTH: All Asian-Americans are engineers, doctors, restaurant owners, laundry owner/workers, housekeepers, or gardeners.

FACT: -In the past, Asian-Americans were forced to work subservient jobs because of the laws passed to keep them from other jobs (Example, the Alienation laws in California). Also, refer back to facts given in myths 1 and 2.

Compiled by Brombach and Tice

2. Show the Asian-American Population chart in the appendix. Show the students that the term Asian-American generalizes a whole group of people that includes, but is not limited to, those on the chart. By the year 2000 the number will have doubled.

<u>Informal Assessment:</u>

3. Have students break into small groups. Have them discuss what new things they have learned today or this week and how their perceptions of Asian Americans have changed.

4. Come back into large group and have small groups report back.

RESOURCES:

Lee, Thea. "Trapped on a Pedestal". From Human Relations: The Study of Oppression and Human Rights. Ed. by Andrzejewski, Julie. Third Edition. Ginn Press: Needham Heights, Mass. 1992

DAY SIX

POWER GROUP

Objective: The student will explain characteristics of the U.S. power group.

Materials: Completed worksheets

Lesson:

1. Bring out worksheets on power group and media. List answers on board
2. From the list bring out characteristics of the power group. (white, male, wealthy)
3. Ask and discuss why there are not more Asian-Americans and other minorities in power.

4. What does the current power group do to keep the Asian Americans oppressed? (Use any previous background knowledge and what we have learned so far.)

DAY SEVEN

CURRENT ASIAN AMERICAN ISSUES

Objective: The student will explain at least 1 current issue that affects the Asian American community today.

Materials: Copies of newspapers published by Asian-Americans. Media Form.

Lesson:

1. Break class into groups of twos and threes.
2. Hand out papers.
3. Explain that they must pick one article, and get it okayed with the teacher. No one can do the same article.
4. They must fill out the form for their article.
5. When finished, break into large group and each small group will explain the main idea or issue discussed in their article. The rest of the class must underline or highlight the key sentences or ideas within the article being discussed. Therefore, all students will be aware of the same issues.
6. Using knowledge obtained from this lesson and previous lessons, the students must each write 2 questions they would like to ask the panel of Asian American who are speaking the next day.

DAY EIGHT

PANEL DISCUSSION

Objective: The student will gain an awareness of what barriers and oppression individual Asian-Americans have faced.
The student will understand how change takes place.

Materials: The Panel

Lesson:

1. Our panel will consist of a professional (doctor, lawyer, professor etc....), a blue collar worker, (factory or service worker), a parent, and two high school students. We would like these people to be active members of the Asian Community.

2. We would like our panel to:

   a. give a brief synopsis of who they are.
   b. what they do.
   c. talk about instances of oppression or barriers they have had to face. What is it like to be an Asian American in a all white society?
   d. explain what they, as individuals ,are doing to combat oppression or make changes in their/our community.

3. Have a 20 minute question answer period.

4. Depending on the mood of the class we will either discuss what went on after the panel has left or the next day. We will look at what they have learned or what has disturbed or angered them.

DAYS NINE AND TEN

SOCIAL CHANGE

Objective: The students will choose an Asian-American issue that they would like to change.
The students will form an action plan that will address the issue they have chosen.

Lesson:

1. Start a dialogue around the issues students have found important or that have angered them.

2. Choose an issue that the students would like to address.

3. Brainstorm things that can be done or steps that need to be taken for the change process.

4. Design a plan of action in which steps can be taken to change the issue.

5. Implement the plan of action.

<u>Ideas</u>

Write a letter to the Housing Coalition encouraging action about substandard housing for refugees.

Educate school by putting up bulletin boards, or speaking to classes on Asian-American issues in our own community.

With the help of parents or community members who speak another language, put together a "Welcome to our Community" pamphlet or paper to give to new Asian immigrants.

APPENDIX

Role Play One

Suggested Scene: A group of kids are on the playground trying to get a game of kickball going. One of the groups is blue eyed, the other brown eyed. John who is blue eyed had a fight with Al who is brown eyed because Al lied to John. John does not want to play ball with the brown eyes because he thinks that all brown eyes are liars. (The students will be allowed to pick genders and names for characters.)

Suggestion for rewrite: Someone explains to John that just because one person in a group lies does not mean that the whole group lies. John agrees that not all brown eyes lie and said it would be okay to play with the brown eyed team, he would just ignore Al.

Role Play Two

Suggested Scene: Jane is telling her friends, the Rock music group, that she is going to have a party. The group is trying to decide who to invite. Sally suggested the kids in the orchestra. Jane said no way. She knows Rita who plays the violin and listens to Beethoven and opera. What a geek, there is no way Jane is having her and all the rest of those classical geeks at her party.

Suggested Rewrite: Sally gently reminds Jane that a lot of those "Classical Geeks" also like rock music and country western. Just because Rita likes opera doesn't mean the whole orchestra just listens to classical music, many like to listen to rock music too. Jane agrees and they invite the classical friends to the party.

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Name

Media Worksheet

Take this sheet home and watch T.V., read magazines, and/or look at newspapers for several days. I will provide some materials in the classroom and you can go to the library. For the articles you read or shows you watch, fill out the form below.

Show or Article	Date	Were there Asian Americans in the show or article or were they mentioned?	Was the portrayl posive or negative? Explain.

Resource:

Adapted from The Anti-Defamation League of Binai Brith. A World of Difference, Curriculum Guide, Minneapolis, MN

Name

People in Power

Fill out the worksheet in groups. If you don't know an answer, look in the almanacs by my desk. As a last resort ask me.

POSITION	NAME	M/F	RACE	WEALTHY/ NON-WEALTHY
1. School Principal				
2. School Superintendent				
3. Mayor				
4. Our senators				
5. Our representatives				
6. Our president				
7. Our Supreme court judges				
8. Leading business people				

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Media Form

Fill out one form for each article you picked to read. If you need help understanding the article, ask me.

Name of Article

Page
Author

Main idea

Why is this important in the Asian American community?

Does the article bring up stereotypes, prejudices, or oppression?

If so, what can we do to help change the situation?

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Ethnic Asians in the United States

(in thousands)

	1980	1990*	2000*
Japanese	715	800	860
Chinese	810	1,260	1,680
Indian	385	680	1,000
Korean	355	820	1,320
Philippine	780	1,400	2,080
Vietnamese	245	860	1,580
Laotian	55	260	500
Cambodian	15	180	380
All Asians	**3,465**	**6,550**	**9,850**

*Projection

Source: *Pacific Bridges*, ed. Fawcett and Carino

Taken from Lee, Thea. "Trapped on a Pedestal". From Human Relations: The Study of Oppression and Human Rights. Ed. by Andrzejewski, Julie. Third Edition. Ginn Press: Needham Heights, Mass. 1992. p. 252.

SUMMARY OF CONTRIBUTIONS: JAPANESE AMERICANS

Judge John Aiso

Los Angeles, California. First mainland Japanese American to be appointed a judge (1953). He holds the post of Superior Court Judge in Los Angeles.

S.I. Hayakawa

San Francisco, California. Semanticist, President of the California State University, San Francisco. He was born in Canada.

Professor Gordon Hirabayashi

Born 1912. Challenged the military curfew order for all persons of Japanese ancestry during World War II. Presently a professor of Sociology in Canada. He is Canadian born.

William Hosokawa

Denver, Colorado. Assistant Editor of the *Denver Post* newspaper. Also is a writer.

Senator Daniel K. Inouye

Hawaii. Disabled World War II veteran, first person of Japanese ancestry to be elected to Congress, as a Congressman and then a Senator. Authored *Journey to Washington*, Prentice Hall, Incorporated, 1967.

Saburo Kido

Los Angeles, California. Wartime President and one of the founders of the Japanese American Citizens League in 1930.

Harry H.L. Kitano

Professor in School of Social Work at the University of California in Los Angeles. He is the author of *Japanese Americans: Evolution of a Subculture* and *Crime and Delinquency Among Japanese American Youth.*

Masaharu Kondu

Considered as the father of the Southern California fishing industry.

Taken from The Anti-Defamation League of B'inai Brith. A World of Difference Curriculum Guide. Minneapolis, MN.

Tommy Kono

Hawaii, Olympic weight lifter. Won titles in 1952 and 1956 for the United States. Broke 26 world records and won 8 world and 8 national titles.

Fred T. Korematsu

Oakland, California. Challenged the United States government on the constitutionality of the 1942 evacuation of 110,000 persons of Japanese ancestry.

Ben Kuroki

Nebraska, World War II flyer, awarded the distinguished flying cross, 30 missions in Europe and 24 in the Pacific. Suggested reading, *Boy from Nebraska*, by Ralph Martin.

William Marutany

Philadelphia, Pennsylvania. Japanese American Citizens League legal counsel, prepared an amicus curiae brief on the anti-miscegenation laws of some 17 states in 1967. He was the first Japanese American lawyer to argue in the Supreme Court. He was successful with his case.

Mike Masaoka

Washington D.C. Legislative advocate for the repeal of oppressive legislation. Lobbyist for the Japanese American Citizens League since 1947. One of the most respected leaders.

Sparky M. Matsugaha

Hawaii, Congressman in the House of Representatives from Hawaii.

Miss Shigemi Matsumoto

San Francisco, California. Rising opera star of the San Francisco Opera.

Harry Yoeman Minami

He popularized salad vegetables on the American menu by large scale production for low price carload shipments throughout the country.

Mrs. Patsy Takemoto Mink

Hawaii. First Japanese American woman to be elected to Congress from Hawaii.

Frank Miyamoto

Chairman of Sociology Department, University of Washington, Seattle.

Hiroshi Hershey Miyamura

Gallup, New Mexico. United States Congressional Medal of Honor recipient during the Korean War.

Pfc. Sadao Munemori

Los Angeles, California. Hero of the 442nd Infantry Battalion in World War II. He received the Congressional Medal of Honor

Isamu Noguchi

Los Angeles, California. Los Angeles county coroner, highest civil service position attaned by a Japanese American on the mainland.

Chuira Obata

Professor of Art at the University of California, Berkeley.

Hachira Onuki

Rechristened Hutchlow Ohnick by Irish miner friend. He started the tiny Phoenix Illuminating Gas and Electric Company in 1886. It later became the giant Central Arizona Light and Power Company.

Reverend Roy Sano

Chaplain at Mills College, Oakland, California.

George Shima

Japanese American "potato king." He developed the barren delta of the San Joaquin River around Stockton, California.

Professor Paul Takagi

Berkeley, California. University of California, Criminology and Sociology professor and head of one of the first Asian Studies Departments at the university level.

Chief Justice Wilfred Tsukiyama

Hawaii. Justice of the Supreme Court of the State of Hawaii.

Kinjo (George Shima) Ushijima

See above.

Yori Wada

San Francisco, California. San Francisco Buchanan YMCA Executive Director and president of the San Francisco Civil Service Commission.

Ralph Tadashi Yamagachi

Lawyer and prominent civic leader of Hawaii.

Joseph Koshimi Yamagiwa

Educator and author. Was for a number of years, professor and the chairman of the Department of Far Eastern Languages and Literatures at the University of Michigan.

Minoru Yamasaki

Detroit, Michigan. World famous architect, designed 1962 Seattle Exposition Science Pavilion and present Japanese Cultural Center in San Francisco.

George Yanagimo

Pioneered the Pacific Northwest Oyster growing industry.

Dr. Francis K.L. Hsu

Antropologist of Northwestern University. He has made many studies of life in China, the United States, Europe, Hawaii and India.

Dong King-Man

Artist who has won many awards for his watercolor media and his works hang in the collections of over 40 museums and galleries.

Tsung Dao Lee

Winner of the Nobel Prize for physics in 1957 for disproving the principles of Conservation of Parity.

K.C. Li

Metallurgical Engineer, founder of the Wah Chang Corporation.

Cho-Hao Li

Professor of biochemistry and a director of the Hormone Research Laboratory of the University of California.

Dean Lung

Responsible for the establishment of a Department of Chinese and of a Chinese Library at Columbia University of New York City.

Joe Shoong

Began the chain of retail stores now known as the National Dollar Stores, Incorporated, in Sar Francisco in 1907.

Dr. Kuan H. Sun

Manager of the Westinghouse Radiation and Nucleonics Laboratory.

Gerald Tsai

Gained experience in finances with various stock brokerage houses. In 1967, became the most talk-about financial wizard.

SUMMARY OF CONTRIBUTIONS: CHINESE AMERICANS

Dr. Ise-Tuan Chen

A biologist and authority on protozoology. Dr. Chen discovered a new species of protozoa (organisms so small you can only see them with a microscope) which bears his name.

Ko-Kwei Chen

Research director of Eli Lilly Company, well-known in pharmacology.

Fay Chong

Head draftsman for the Applied Physics Laboratory at the University of Washington.

Dr. Wei-Luagn Chou

Professor and chairman of the department of mathematics, John Hopkins University, noted for his contribution to algebraic geometry.

Dr. George W. Chu

Chairman of the Department of Microbiology, University of Hawaii, discovered the cause of seaweed dermatitis in the Pacific.

Ju Chin Chu

Professor of chemical engineering at Polytech Institute of Brooklyn.

Hirma L. Fong

In 1959 became first Chinese American to be elected to the United States Senate.

James Wong Howe

Winner of oscars for outstanding photography of motion pictures: "Hud" and "The Rose Tattoo."

RESOURCES

TEACHER RESOURCES

Andrzejewski, Julie, ed. Human Relations: The Study of Oppression and Human Rights. Massachusettes: Ginn Press, 1992.

The Anti-Defamation League of B'inai Brith. A World of Difference, Curriculum Guide. Minneapolis, MN.

Ascher, Carol. "Southeast Asian Adolescents: Indentity and Adjustment: ERIC Clearinghouse on Urban Education." (ISSN 0889 8049) 1989.

Asian American Press. Asian Business & Community Publishing, Inc. St. Paul, MN.

Banks, James. "How Multicultural is your School Program" Teaching Strategies for Ethnic Studies. NJ: Allyn&Bacon. 1975.

Bilon, Linda. Perspectives on Peace/Conflict. Winnipeg, Canada: Peguis Publishers Lmt., 1990.

ERIC System: Asian American Curriculum Guide. St. Paul Public Schools, MN June 1979.

Kitano, Harry H. L. and Daniels, Roger. Asian-Americans, Emerging Minorities. Englewood Cliffs, N.J.: Prentice Hall. 1970.

Wei, William. The Asian- American Movement. Philadelphia: Temple University Press. 1993.

STUDENT RESOURCES

"American Eyes". Adapted by Michael Bonner from a CBC Schoolbreak Special (a play) taken from U.S. Express. Vol. 3 April 1991.

Clark, Ann Nolan. To Stand Against the Wind. New York: The Viking Press 1978.

Friedman, Ina. How My Parents Learned to Eat. Boston: Houghton Mifflin Co., 1984.

Galdgerg, George. East Meets West. New York: HBJ, 1970.

Goldfarb, M.D., Mace. Fighters, Refugees, Immigrants. Minneapolis: Carolrhoda Books. 1992.

Hamanaka, Sheila. The Journey. Orchard Books: New York, 1990.

Levine, Ellen. I Hate English! New York: Scholastic Inc. 1989.

Lord, Bette Bao. In the Year of the Boar and Jackie Robinson. New York: Harper & Row. 1984.

"Mislabeling People" Chinese Americans: Realities and Myths. The Association of Chinese Teachers, San Fransisco, 1977.

Morey, Janet; Dunn, Wendy. Famous Asian Americans. New York: Cobblehill Books, 1992.

Pakard, Mary. A Visit to China. New York: Western Publishing, 1991.

Rasenberg, Janet. Being Poor. Minneapolis, MN: Carabhonda Books Inc. 1973.

Surat, Michele M. Angel Child, Dragon Child. Milwaukee: Raintree Publishers. 1983.

Tohaskima, Shizuye. A Child in Prison Camp. New York: Tundra Boods of Northern New York, 1971.

Tomioka, Chiyoko. Rise and Shine Mariko-Chan! New York: Scholastic Inc., 1986.

Yashima, Taro. Crow Boy New York: Viking Press. 1975.

Uchida, Yoshiko. Journey to Topaz. New York: Scribner. 1971.

Yee, Paul. Tales From Gold Mountain: Stories of the Chinese in the New World. New York: Macmillian. 1989.

Yep, Lawrence. Dragonwings. New York: Harper & Row. 1975.

Selected Readings
Celebrating Cultural and Racial Diversity

Books by Grade Level:

Grades K to 3

Adolf, Arnold, *Black Is Brown Is Tan*. Illustrated by Emily Arnold McCully. Harper & Row, 1973.

Poetry and pictures evoke the experiences of a racially mixed family.

Brown, Trician. *Chinese New Year*. Illustated by Fran Ortiz. Henry Holt, 1987.

Photos capture the excitement of this festive holiday.

Bunting, Eve. *How Many Days To America?* Illustrated by Beth Peck. Clarion Books, 1988.

Caribbean boat people seek haven in America.

Cohen, Barbara. *Molly's Pilgrim*. Illustrated by Michael J. Deraney. Lothrop, Lee & Shepard, 1983.

A sensitive teacher draws a connection between the experiences of a Jewish immigrant child and the colonial Pilgrims in this Thanksgiving story.

Coutant, Helen. *First Snow*. Illustrated by Vo-Dinh. Knopf, 1974.

A Vietnamese family experiences their first winter in New England and the death of a loved grandmother.

Greenfield, Eloise. *Grandpa's Face*. Illustrated by Floyd Cooper. Philomel, 1988.

In this warm portrayal of black family life, a little girl learns that her grandfather will always love her.

Hitte, Katherine and William D. Hayes. *Mexicali Soup*. Illustrated by Anne Rockwell. Parents Magazine Press, 1970.

A Mexican-American mother tries to please her fussy family.

Martin, Bill, Jr. and John Archambault. *Knots on a Counting Rope*. Illustrated by Ted Rand. Henry Holt, 1987.

A Native American grandfather tells a young boy how he was born and how he has grown.

McKissack, Patricia C. *Mirandy and Brother Wind*. Illustrated by Jerry Pinkney. Knopf, 1988.

Set in a rural past, this award winning book shows how Mirandy won the cakewalk.

Taken from The Anti-Defamation League of B'naid Brith. A World of Difference Curriculum Guide. Minneapolis, MN.

McMillian, Bruce. *Fire Engine Shapes*. Lothrop, Lee & Shepard, 1988.

In this wordless book, 5-year old Stephanie Tamaki crawls over, under, around, inside, and on top of Engine 5.

Michels, Barbara and Bettye White, editors. *Apples on a Stick: The Folklore of Black American Children*. Illustrated by Jerry Pinkney, Coward-McCann. 1983.

A collection of playground poetry — counting rhymes, hand claps, circle games, and jumping rope rhymes.

Politi, Leo. *Moy Moy*. Scribner, 1960.

Chinese New Year in Los Angeles is seen through the eyes of young Moy Moy.

Sandoval, Ruben. *Games, Games Games: Juegos Juegos Juegos*. Illustrated by David Strick. Doubleday, 1977.

Photos and text show the games of Chicano children.

Williams, Vera. *Cherries and Cherry Pits*. Greenwillow, 1986.

Bidemmi, a small black girl, loves to draw.

Yashima, Taro. *Umbrella*. Viking, 1958.

Very young children will identify with Momo's longing to use her new umbrella.

Grades 4 to 6

Ashabrenner, Brent K. *Children of the Maya: A Guatemalan Indian Odyssey*. Illustrated by Paul Conklin. Dodd, Mead, 1986.

This photo essay chronicles the flight from Guatemala to Florida of a Guatemalan family.

Boyd, Candy Dawson. *Charlie Pippin*. Macmillan, 1987.

A feisty young girl discovers what the Vietnam War meant to her father and other black men.

Friedman, Ina. *How My Parents Learned To Eat*. Illustrated by Allen Say. Houghton Mifflin, 1984.

A child tells how her American father learned to eat with chopsticks and her Japanese mother learned to eat with a knife and fork.

Gilson, Jamie. *Hello, My Name is Scrambled Eggs*. Illustrated by John Wallner, Lothrop, Lee, & Shepard, 1985.

A humorous story about a boy's relationship with a resettled Vietnamese child.

Hamilton, Virgina. *Zeely*. Illustrated by Symeon Shimin. Macmillan, 1967.

An 11-year-old black girl meets Zeely, a tall, stately woman she believes to be an African queen.

Hewitt, Joan and Richard. *Getting Elected; The Diary of a Campaign*. Lodestar Books, 1989.

Photos and text chronicle the campaign of Gloria Molina, the first Mexican-American woman to be elected to the Los Angeles City Council.

Konigsburg, E.L. *About the B'nai Bagels*. Atheneum, 1969.

A funny story about a Jewish Little League team.

Lor, Betty Bao. *In The Year of the Board and Jackie Robinson*. Harper & Row, 1984.

Shirley Temple Wong arrives in Brooklyn from China and discovers baseball.

Meltzer, Milton. *The Chinese American*. Crowell, 1980.

A well-researched history of the Chinese in America.

Mohr, Nicolasa. *Felita*. Dial, 1979.

A Puerto Rican family in New York experiences prejudice when they move to a better neighborhood.

Rosenberg, Maxine. *Making a New Home in America*. Illustrated by George Ancona. Lothrop, Lee and Shepard, 1986.

A photo essay about contemporary children who have come to America from other countries.

Taylor, Mildred D. *The Friendship*. Dial, 1987.

In this short novel, southern black children learn dignity and pride in the face of racism.

Uchida, Yoshiko. *A Jar of Dreams*. Atheneum, 1981.

A young Japanese girl watches her family copy with the financial pressures caused by the Depression and with racial prejudice.

Walter, Mildred Pitts. *Justine and the Best Biscuits in the World*. Illustrated by Catherine Stock. Lothrop, Lee & Shepard, 1986.

A 10-year-old black boy learns that cooking and cleaning aren't just "women's work."

Yep, Lawrence. *Child of the Owl*. Harper & Row, 1977.

Young Casey learns what it means to be both Chinese and American.

Yolen, Jane. *The Devil's Arithmetic*. Viking, 1988.

12-year-old Hannah is tired of remembering her Jewish past until time travel takes her back to a Nazi death camp.

Grades 7 and 8

Ashabrenner, Brent and Melisa. *Into a Strange Land: Unaccompanied Refugee Youth in America.* Dodd, Mead, 1986.

All young people will identify with these true stories of young refugees.

Guy, Rosa. *New Guys Around the Block.* Delacorte, 1983.

In this sequel to The Disappearance, young Imamu readjusts to life in Harlem after living with a middle-class black family.

Highwater, Jamake. *I Wear the Morning Star.* Harper & Row, 1986.

In this final volume of the Ghost Horse Trilogy, a Native American boy grows up in a hostile white world.

Houston, Jeanne Wakatsuki and James. *Farewell to Manzanar.* Houghton Mifflin, 1974.

The true story of Jeanne's childhood in the desert internment camp.

Hunter, Kristin. *Guests in the Promised Land.* Scribner, 1973.

A collection of short stories about the urban black experiences.

Levoy, Myron. *A Shadow Like a Leopard.* Harper, 1981.

The story of an unlikely friendship[between a Puerto Rican street kid and an older man who is confined to a wheelchair.

Meltzer, Milton, editor. *The Black Americans: A History In Their Own Words, 1619- 1983.* Crowell 1984.

A history of black people in America, told through letters, speeches, and other original documents.

Meltzer, Milton. *The Hispanics American.* Crowell, 1982.

A sympathetic history of several hispanic groups in America.

Myers, Walter Dean. *Fallen Angels.* Scholastic, 1988.

A black youth experiences the horror and banality of the Vietnamese War.

Pascoe, Elaine. *Racial Prejudice.* Watts, 1985.

A clearly written discussion of racism in the United States.

Patterson, Charles. *Anti-Semitism: The Road to the Holocaust and Beyond.* Walker & Co., 1982.

A history of anti-semitism.

Paulsen, Gary. *Dogsong.* Bradbury, 1985.

An Eskimo boy escapes the pressures of modern life and finds himself on a 1400 mile journey by dog sled.

Taylor, Mildred. *Let The Circle Be Unbroken*. Dial, 1981.

This sequel to *Roll of Thunder, Hear My Cry* depicts the Depression years as experienced by a black family in rural Mississippi.

Uchida, Yoshiko. *Journey Home*. Atheneum, 1978.d

A Japanese-American family struggles to start a normal life again after internment in Utah during World War II.

Wolfson, Evelyn. *Growing Up Indian*. Walker & Co., 1986.

The Native American author describes what it meant to grow up in the traditional culture.

Compiled by Dr. Virginia Walter, Children's Services Coordinator, Los Angeles Public Library.